

Medieval Job Descriptions Do You Have What it Takes?



LESSON 10—GRADE 8

LESSON TITLE

Medieval Job Descriptions. Do You Have What it Takes?

OBJECTIVES

Students will think about and organize in sequence the steps and procedures required for a woman to do a particular job.

INTRODUCTION AND OVERVIEW

Explain to students that every job can be broken down into small steps and that, even without the fancy electronic technology they enjoy in the 21st century, work in the Medieval Period could be complicated. Because there were only two types of communication—writing and talking with people—social skills and conversation must have been important. The work they will do will help them see and talk about social and other skills that were required and learned by women so they could do their work.

BACKGROUND INFORMATION

This activity may be done either in triads or individually.

If students are working in groups of three, the students must choose three different jobs, discuss the task at hand and work together to complete job analysis diagrams.

MATERIALS NEEDED

Background information from Data Sheets #1, #2, #3

Example Templates

Black line Masters

One library period to consult library books, searching particularly for plates of drawings, etchings, paintings, woodcuts, illuminated manuscripts and so on which depict people—especially women—at work.

ACTIVITY

Students will choose one of the many town jobs women could work at and develop a first draft list of the specific tasks and skills that they might expect this work would require. When students finish their first drafts, have them print these tasks and skills on the template in sequential order from first to last done.

Students will use point form and will not use more than five words to describe a task or skill. They should be as specific as possible and avoid general or vague language.

Students will follow the format of the Example Template.

EVALUATION

Evaluate on the logic of sequence, the specific descriptive details and the number of identifiable tasks and skills provided these are 'doable' and actually make sense.

EXTENSION ACTIVITIES

Have students, using upper case letters on white chart paper, construct a chart of each of their Job Skills Analysis. They may illustrate this chart with an original "woodcut" type design to represent the job. Students should use black or dark brown colours only to replicate the ink used in the Medieval period.

SUMMARY PARAGRAPH

Compare and Contrast

Have students compare and contrast the Job Skills of the job they analyzed with a job they would like to do. Students should not choose a future as sports celebrities! What skills are the same, what skills are different? Students might draw a Venn diagram to visually represent these differences and similarities. After they have organized a diagram, plan and write a paragraph on the topic. Before concluding the paragraph, explain reasons for choosing the job.

EXAMPLE TEMPLATES

FISHMONGER

STEP	TASK	SKILL(S)
ONE	Purchase fish from fisherwoman	<ol style="list-style-type: none"> 1. Quality control 2. Bargaining a price 3. Agreeing on a price
TWO	Clean fish	<ol style="list-style-type: none"> 1. Cutting carefully 2. Neatness 3. Cleanliness
THREE	Display fish	<ol style="list-style-type: none"> 1. Design
FOUR	Sell fish	<ol style="list-style-type: none"> 1. Speaking skills 2. Listening skills 3. Counting/numeracy

JOB SKILLS ANALYSIS

STEP	TASK	SKILL(S)